

MEN gets naked

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for the fourth issue in the 30th Volume of the Omen on March the 28th in 2007, the year of our Lord.

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TO SUBMIT:

Submissions are due on alternating Saturdays before 5 P.M. You can submit in rich text or plain text format by CD, Flash Drive, singing telegram, carrier pigeon, paper airplane, FedEx, Pony Express, semaphore, or email. Get your submissions to Jacob Lefton, Merrill B307, Box 0953, jwl04@hampshire.edu

"Fuck You."
- The Omen Sheep, on you.



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Volume 30 • Issue 4 March 28nd 2008

EDITORIAL

True Names

[by Jacob Lefton]

On Friday, I was all set to sit down and work on my div III (I am oh-so-close to finishing the first draft). I opened my computer, the hard drive spun up, and there was this awful screech-scratch sound. That's happened a few times before, but it freaked me out—considering that the last six months of work, and my degree, are entombed in 1's and 0's in my computer. I've heard that if you hear the hard-disk actually clicking, you're in deep shit, and you might not even have enough time to back the computer up.

Well, this laptop is a second-generation PowerBook G4, which means I bought it four years ago when I came to college. In my experience, most Apple laptops last a few years and then die catastrophically. At least, that's what happens to my friends. My AppleCare expired last summer, so I don't want to take any

chances of having that drive head dip down onto the plate like the Angel of Death and tear horrible gaping holes in what amounts to \$40,000 worth of data. (If you don't back up your data, think hard about it.) So I went out and bought an external drive.

The last external drive I bought was one of those 2005 Porsche LaCie drives which are, in a word, shit. After I backed up my data on one last summer, several people informed me that they'd seen my particular model of LaCie turn into elegantly designed paperweights. To illustrate the problem, the drive clicked, took five minutes or more read on the computer, and in the end corrupted thousands of .rtf documents I saved on it. Until then, there was no reason for me to think that the .rtf format was at all vulnerable, but apparently it is.

The new drive is a Maxtor

One-Touch 4 ("They're already up to four?" said one of my slightly incredulous friends). It was a bargain item at RadioShack—the employees of which were incredibly nice and helpful. It's the one near Amherst in the same lot as the Stop & Shop, if you ever need to buy from RadioShack, please support nice people.

I named it Lascaux, after the cave paintings. This brings me to the whole point of today. I kind of believe in true names, and if not something as spiritual as that, at least in the power of a name. The paintings in Lascaux are 16,000 years old; I want my data to last 16,000 years. I think it's clever.

Actually, I believe in clever naming anyway. Name things after what characteristics you want them to embody. Words are a powerful thing. I was going to name the drive something cool, like 'Waterfall,' but

POLICY

The Omen is Hampshire's longest-running bi-monthly publication, established by Stephanie Cole and Scott Tundermann in December of 1992. In the past, submissions have included students' perspectives on the campus, administration, news, movie reviews, commentary, short fiction, satire, first born, artwork, comics, and the occasional embarrassing self-promotion.

Everything the Omen receives, provided it is sent from a member of the Hampshire community, will be published unless it is deemed libelous or defamatory. Although we find such things amusing and entertaining for countless hours, it is just not an option in this forum. Libel will be considered clearly false or unsupportable writing that maliciously damages a person's reputation.

The Omen will not edit anything you write (except spelling and grammar). You must sign your real name (no anonymous submissions) and understand that you are responsible for what you say. Nonetheless, views in the Omen do not necessarily represent the views of anyone, anywhere, living or dead.

There is no Omen staff, save those positions of editor-in-chief and layout editor. To qualify for community service you must be a consistent contributor and help regularly with layout. Layout times (and such) will be discussed at our meetings. Meetings are held every Tuesday after release of an issue in the Leadership Center at 6PM. Everyone, everywhere, living or dead, should come.

The Omen loves you.



Views in the Omen (5)

Do not necessarily (7)

Reflect the staff's views (5)



SECTION SPEAK

that would have doomed the drive to a watery fate. Not something I want to risk.

I like reading stories in which the characters have been named in clever ways. Shout-outs to other authors in the form of characters named after their characters are always nice. Children named after awesome historical figures are great. I know a girl named Boudicca, after the Celtic warrior queen who killed the shit out of the Romans until they finally beat her army. She almost kicked them out of Britain though! The girl, she is growing up to be a

terrifyingly powerful person.

I did name my computer 'WaterMosaic,' but that comes from an old story. My friend ordered two bottles of whisky from a store in Britain. It can be really expensive to ship alcohol, and the store wanted to avoid the costs I guess. He got a box in the mail labeled "Fish Tank, Water Components." The second box was labeled "Braveheart Water Mosaic." Who ships water with fish tank parts? More importantly, what the hell is a water mosaic?



Riding on the PVTA

Woman (At the Front of the Bus)

Puppy dog hair clipped up,
She's yapping.
Doll face bloated with rabid rapid time
You have a dime?
Her pouting lips and too big clothes
Seam to say
College kids pay
To wear that style these days
But she's a little off
Askew on that corner
Shadowed by graffitied signs
And lines of whites
All being sucked away
To places that will not stay
As time keeps fraying her
And them
Tripping over the fabric that wears them
Like saplings in a current.

[by Becky Dolkart]

News, Commentary,
Announcements,
Propaganda,
Editorials.

Girl (Across the Aisle)

The pages she turns are golding with time
Black print becoming too tiny,
As if the letters shrunk in a
Quarter-run washing-machine
The book she could've found
25 cents at a yard sale.
Such a pretty girl shouldn't wear glasses
Nor cover her face with shoulder-length brown hair
Faded black purse covers her lap like a cat
Her clogs hang on her feet
Balanced for now but slipping

For a Stranger (Sitting Two Seats Behind Me)

I'll sell you a bouquet
For your love
You look away
Nervous stares you won't let me see
In truth, these poems
Will never meet your eyes
Nor will my voice meet your ears directly
You will get off at the next stop
Step on to sidewalks
Of new distractions
All you walk away from
Is what you are longing for.

Seeing a Cute Guy on the Bus

Puffy Einstein hair
What she writes is not for class
Nude models aren't welcome in Calculus 101
Just for fun, the curly haired glasses boys
(Remind me of my father. - thank you, Freud.)
Distract me into momentary crushes
Is he a writer? Dancer?
Sublime reward,
He glances at me.
I duck and blush away.
Bus flirter,
Silent in my blue seat corner.

The Very Long Bus Ride

We're easing to a stop with difficulty
Shoulder blades squeeze together
Waiting for their cue
To heave on that backpack again.

Us in the aisles
Shift our footing
On plastic blue piano keys
Hoping no sharp will sound

Through all the askew
Gazes of strangers,
She looks at me

And for a second I see

But then, of course, she's gone.

And I'm left with a song
In my head

Through the doors
High tide
Rushes in again,
Sloshing to the back.
The back rocks forth.

Like Monopoly,
Every Stop and Go's predictable
On this bus,
Its path
Traced, retraced, retracing

Britney Spears Briefly Transcends

[by Jacob Leffon]

I want to talk tonight about the icon of Britney Spears. Right now, the girl is clearly a tortured soul trapped in some sort of nightmare. She can only seem to rest on a bed of nails. Anything she does is blown out of all proportion. She goes shopping, the paparazzi follows. She goes to visit her children, they get video from helicopter.

It's been clear that she has been crashing and burning for quite some time. For some reason or another, the fame and glory and riches that came with being an international pop star took their toll on her quickly and heavily. She's not alone—many other people seem to be “celebrity disasters”—but she is today's meteor.

In the supermarket, I happened to glance at the cover of one tabloid, and I was instantly struck by the picture. The picture, I think, allows Britney to momentarily transcend “celebrity disaster.” I think in this one instant, she represents something much much larger. Consider the picture:

Ignore the text, the sidebar, and the title. Focus on the woman you see. Her eyes are red-rimmed and glassy. Her sweater is pulled up into her hands as if she is seeking comfort in it. She is not the first woman I've known to be in a situation of

desperation and depression because of what she felt the world expected of her, and she is in no way the last. She is (sadly) neither the first nor last woman I have seen or will see in that exact position—upset and

I am aware of more. This may be especially prevalent at Hampshire College itself, because Hampshire tends to select for the more eccentric and crazy, but I think there are incredibly insidious and poisonous pressures that many women across all social boundaries are subject to in one form or another.

When we look back on the icons of the 2000's, I think we will end up looking back on at least this particular picture of Britney—not as Britney Spears—but as an icon of what our society expected of young women and what it put them through if they didn't meet those expectations. I worry that most will be too blinded by the blaze she leaves through the sky to learn any important lessons. It's been especially heavy on my mind with Dora's death (though I truly don't know the cause of that).

People roll their eyes at me when I try to explain this, because, you know... it's Britney Spears. She's such a farce. How can she also be an icon? I don't care: how corporate you think her image is; when I look at that, I see so many women I know.



seeking some form of comfort.

When I see this picture, I don't think about the train-wreck that is Britney Spears. It instead is a picture of a large number of adolescent girls and young women I've known in the past ten years. I've known a significant number of women who have been institutionalized, and

Several Reviews

Down and Out in the Magic Kingdom, by Cory Doctorow, was a really weird, wonderful book with some amazing concepts. Doctorow threw away the economic system of money and replaced it with the “Whuffie,” which is a constantly updated rating measuring the esteem and respect other people have for you. Furthermore, the technology has been developed to rejuvenate or completely remake the body, so people essentially don't die. Many get bored and put themselves in suspended animation—but the book is about people who don't do that. It's about what happens to people and their relationships while attempting to gain great Whuffie: wealth by running “ad hoc”acies,” what amount to anarchist cells, to control portions of Walt Disney World.

The action in the book centers specifically around Julius and his girlfriend Lal and their struggle against an older, more experienced generation who is moving in to take over the Magic Kingdom's Liberty Square—which Lal's parents fought to gain control of years before. For some reason, more ambition than love for Lal, Julius gets very deeply involved in the struggle and ends up making some incredibly bad decisions. It gets especially complicated, because Julius' best friend Dan shows back up and has decided that instead of rejuvenating himself, he would like to end his life—something that no one does, because they can put themselves

Tuesday Night Poetry Open Mic

This was the first poetry slam I really attended since my first year. It was pretty good! I liked the poetry. Most of it wasn't the stereotypical stuff that you normally think about when you hear about slam poets. Hampshire's team is really good and full of a lot of energy.

They also have a lot of connections. They had performer Reggie Gibson, who is a national poetry champion. He was amazing to watch, even his fifteen-minute poem about Greeks and the Furies (obviously I can't remember the name of it).

I highly recommend going to an open mic. They're on Tuesday nights in the Main Lecture Hall of PPH. You can read something! The audience is really supportive, even if you're nervous.

Gun & Tonics

I've been going to their concerts since the Gun & Tonics first formed, my second year. I think that was two years ago. They've gotten really good over the years. It's not a change in lineup or songs, but the group has slowly learned how to do the cappella thing well. They've really refined their early songs and are always adding new ones to the mix!

This concert wasn't quite as good as the previous one. For some reason, the energy was a bit lower. The songs, while wonderful, were lackluster when compared with previous performances. The audience was less responsive, and the group was a bit cocky. Also, the concert was too short. In all though, a very worthwhile part of Hampshire's musical scene!

in suspended animation. It's really exciting and deep.

There's more, though. Throughout the book, we get to see pieces of Julius' past, and he slowly reveals his tendency to get involved with incredibly idiosyncratic women. To me, the book is equally if not more about his relationships with women. There is Lal, the 23 year old daughter of Magic Kingdom legends; there is Zoya, a transhuman (augmented with animal qualities) who Julius married years before; and at the end of the book there is another character who becomes a bigger part of his life.

I do believe the book needed

at least twenty more pages to fully explore the relationships that Julius. The plot and emotions don't need to be fully wrapped up, but I didn't find the denouement very believable.

That said, I highly recommend *Down and Out in the Magic Kingdom*. It was Cory's first novel, it won a Nebula, and it was released for free under the Creative Commons license. It's short enough that it's not too painful to read on your computer screen. Go download it at <http://craparound.com>, which is Cory's personal website. He also runs the amazing blog, *Boing Boing*, which I highly recommend.

[by Jacob Leffon]



More Reviews! Isn't Life Grand?

by Jacob Lefton
Cory Doctorow is one of the nicest people I've ever had the chance to interact with. Twenty minutes after publishing my review of *Down and Out in the Magic Kingdom* (2003), Cory e-mailed me. During our brief chat, I mentioned to him that I was excited for his upcoming book, *Little Brother*, in which a group of kids engage in counter-counter-terrorism against an oppressive Department of Homeland Security.

Cory sent me an advance copy of his manuscript. The only appropriate thing to do was get a review up online as soon as possible. Later, I will post about my senior thesis project that I am putting off for more important pursuits.

Little Brother, by Cory Doctorow, is an important book—maybe the most important book I've read in a long time. I'm not the first to say this, either.

Set in a not-implausible near future, *Little Brother* is a story of Marcus Yallow, a San Francisco high school senior, and his fight against the Department of Homeland Security as they cut away civil liberties after a terrorist attack. Marcus' struggle is fraught with danger, revolution, hacking security systems, and enough bravery to inspire anyone. It's inspiring not only because Marcus makes all the decisions we hope we will be able to make when the time is right, but because Doctorow provides understandable explanations of

real-world security systems as well, providing instructions on how to keep them from controlling you. It's certainly some of the most educational fiction I've read since Neil Stephenson's *Cryptonomicon*. It's a guide for youth, showing them how to gain a bit more freedom in a society that doesn't want youth to be free. The education is important because of how close to home the book hits.

In *Little Brother* the mixture of current day mundane and cutting edge technologies and vaguely plausible futuristic technologies are believable. Security cameras, RFID tags, data mining—these are all real. Doctorow reminds us of how easily we can be tracked and recorded if we are unaware of how the world works, and of what can be done with that information. What's worse, Doctorow puts these technologies in a very familiar setting. The high school scenes gave me flashbacks, post-traumatic stress, and pre-traumatic stress for more heavily surveilled times yet to come. For some, *Little Brother* will be a technological thriller.

However, it is one of the few pieces of science fiction—no, one of the few books I've ever read—that instills me with a sense of purpose and duty. Especially worth the read are the essays at the end by security expert Bruce Schneier and X-Box hacker Andrew "bunny" Huang.

Little Brother can (hopefully) be avoided if we make the right

choices leading up to election day. It reminds me, though in a different way, of what Jon Stewart pleaded in 2004: "Please, make my job harder." Though still an avoidable future, *Little Brother* will likely never be outdated. While Orwell's 1984 seemed vaguely far-fetched and grim when I read it in 2004, we very nearly have the technology to make *Little Brother* a reality. This book is not a prediction of a society we could become, but a warning that we stand overlooking a dangerous precipice.

This is a book that reminds me how important it is to be free.

When *Little Brother* comes out, I am going to buy three copies. One, I will keep for myself, one I will donate to the most important youth empowerment group in my life at that time, and one I will give to my little brother.

If you are a teacher, Tor Books has a teaching/reading guide for *Little Brother*. Please use it. This is an important book to share with young and old.

Little Brother comes out on April 29, 2008. Buy it!



Division I 3.3: A Proposal for a New Division I Program

"The College must help [students] acquire the tools with which it looks as though men in the future may be most likely to be able to build lives and a society they consider worthy. The most continually experimental thing about Hampshire College will be its constant effort, in collaboration with its students, to discern what these tools are and how best they may come to fit one's hand."

—THE MAKING OF A COLLEGE, XIII

"Bodily exercise, when compulsory, does no harm to the body; but knowledge which is acquired under compulsion obtains no hold on the mind."

—PLATO

Section 1— Introduction

Hampshire College was founded as a pilot to test a new model for higher education. In 1958, when the new college was first considered, concerns centered around providing a high-quality liberal arts education at the lowest institutional cost. However, by 1966, when *The Making of the College* was written, Franklin Patterson and Charles Longworth realized that they were undertaking a project that concerned much more than simple questions of economics. They wrote:

"It has become evident that the major questions include much more than increasing student self-instruction though student-led discussion groups, teaching machines, and other techniques. Questions of survival and effectiveness, especially in undergraduate education, have become acutely clear. These involve more than keeping costs within sensible limits. They include qualitative questions of the first order: e.g., whether undergraduate education will occur in an intellectual and moral community which may have tensions but also has pride and morale; whether undergraduate education will contribute to the health of the general culture; and whether colleges will make a real difference in the swift development of urbanism."

Hampshire was designed to be an institution that not only experiments with self-guided education, but also fosters a sense of community, builds upon and improves culture, and maintains an active role in urban life. Within this atmosphere, students are to be encouraged to reach their individual learning potential though a process of inquiry. In this sentiment, the academic system at Hampshire was originally designed to err upon the side of self-motivation, the side of self-responsibility, and the side of freedom. In *The Making of the College*, it is clear that the visionary founders of Hampshire decisively turned away from the narrow, self-contained institutions that made up the status quo of the time of the College's founding. They sought not only a new economic order in higher education, but also a new social order. This institution was founded upon the understanding that students and professors alike would need to learn how to take responsibility for themselves, each other, and the community at large.

We believe that in recent years Hampshire has strayed from this path. We have lost our status as an experimenting college. Walls have narrowed, requirements have accrued, and Hampshire as an institution has forgotten of the wisdom of its founding. Rather than encouraging self-sufficiency, the current academic structure begins as an over-protective parent, limiting personal exploration and growth. Then, at some point during the second Division, the rug is pulled out from under the students, who are left without the skills necessary to succeed. Moreover, without these

skills, students are not able to fully benefit from their Hampshire education, and they may graduate without realizing the extent of their potential. As concerned members of the Hampshire community, and guardians of both its present and future, we are committed to help it regain its direction. Thus, we present our proposal: Division I 3.3.

This proposal was drafted by a group of Hampshire students who are concerned about the future of the school. We seek support from our community in this endeavor. In this document, we address widely felt concerns about the current Division I system, as well as concerns about the potential negative consequences of such a change. The concerns of the faculty and EPC have especially been taken into account. The desire to initiate a policy change stems from a heartfelt love for Hampshire, its mission, and its community. It is out of respect for all members of this community that we find it necessary to approach these issues and concerns about the current system.

This new Division I proposal is designed to foster a spirit of community and collaboration in interdisciplinary work, as well as create an environment where substantial independent inquiry can flourish. It bridges the divisional gap by actively engaging students of all Divisions while preparing students for high-quality Division II and III work.

It must be emphasized that this is a living document. It is a continuation of ideas presented in the previous Re-Radicalization proposal, expanded and altered to more accurately reflect current and projected needs of the college.

We seek to address many concerns about the current system: deficiency in student engagement (as measured in quality and not quantity), lack of student motivation, inflexibility in the advising system, poor advising quality, the high attrition rate, the tone that the Division I program sets for Division II and III, and the extreme deficit of community engagement.

The current Division I program seemed to solve a

number of problems when it was first introduced. It increased the number of courses each first-year student took and passed, more students started their Division II 'on time,' and students were provided with greater support in advising. However, two major goals of the last change were to decrease student attrition and faculty workload. As student retention rate has not decreased, and faculty still feels overworked, the system has failed to reach its major goals. To solve the latter, the College has "shifted the faculty burden from supervising independent projects to teaching more 100 level courses at the expense of the upper division courses. We are also hiring more adjuncts to help staff these courses."

In this proposal, we move to decrease faculty workload by allowing students greater freedom to fulfill requirements in innovative ways, such as through EPEC classes, solo and group projects and community service.

This proposal describes a new system that takes the best parts of all the previous ones; it is not a return to the chaos of the older systems. It provides for, and even encourages, independent and interdependent work in the Hampshire way. This is a model that should succeed where past attempts have failed, especially in decreasing faculty workload and increasing collaboration among students of all Divisions.

Section 2 — Outline of the New Division I Proposal

Division I will focus on the completion of five (5) goals. The goals will be clearly articulated to each entering student. The student and his or her advisor will determine the specific standards of each requirement, so as to optimize the program for the individual student.

Division I Seminar
Self-Initiated Project
Areas of Study (4)
Community Service
Portfolio (with Learning Goals)

Section 3 — Division I Seminar & Self-Initiated Project

"We must present a challenging program that also includes supports and incentives to become engaged in a way that many of our first year students have not in the past... our students report very low positive influences of experiences with other students on their intellectual growth and interest in ideas."

First and foremost, all students in their first year will undertake some form of self-initiated work. Such work should produce more independent, mature and motivated students, as well as improving the quality of Division II and III work. Students must be prepared for the independent work required in Division II and III. Truly independent student work must not be assigned in class, but designed, organized and executed by students of their own volition, otherwise the benefits are lost.

Because few students can arrive at college and begin such work without support, we propose that all incoming students will attend a Division I seminar. This seminar will serve as the primary support structure for students undertaking self-initiated work. It will replace the first-year "tutorial" as the setting in which new students will be given a meaningful introduction to Hampshire's unique academic system.

The seminar will act as the primary medium for introducing students to the Hampshire system, including information on how to navigate the Hampshire system and tools to help students along their way. It will also afford advisors the opportunity to explain to their advisees how to do independent work, and discuss common advising issues. The seminar will examine how to write an independent study proposal, support students as they come up with ideas, introduce the idea of inquiry-based learning by exploring how to ask good questions, and supervise research and project development. This will give students the overall support they need to engage their own questions, and provide regular meeting times between students and their advisors.

The Division I seminar will also encourage said independent work to be collaborative. Students in the same seminar should meet often in smaller groups, based on academic interests or project-type. Such sub-seminars may be facilitated by older students. Students may also collaborate with older students, and thereby be introduced to the intricacies of higher-level independent work.

3.1 Structure

Preparation: Over the summer, accepted students will be encouraged to begin considering ideas for an independent project and will indicate their preferred advisor based on information provided to them in an information packet and on-line.

Class size: Seminars are conceived to be about twice the size of current tutorials, with two faculty facilitators, each of whom will be the advisor for half of the students. The faculty is strongly encouraged to be interdisciplinary.

Frequency: The seminar will begin during orientation. Initially it will meet twice a week. At the discretion of the facilitators, meetings may be reduced to once a week. This should happen when students' self-initiated work is significantly underway and students are meeting with the facilitators and each other outside of the seminar.

In order to encourage student-to-student (especially inter-Division) discussion during the seminar, students

should be broken into groups facilitated by Division II/III seminar assistants.

Students will be encouraged to work collaboratively and practice peer review.

Class time can also be used to brainstorm, troubleshoot, present progress, introduce concepts, and generally receive input on projects.

3.2 Content

Seminar will address common advising questions, specifically those concerning the divisional process and Hampshire academics in general.

There should be discussion on how to move to Division II, e.g. committee selection and contract construction.

Seminar will include "How-To"s of independent work.

How to come up with an independent study idea

How to define the key questions that need to be answered by the project

How to write an independent study proposal

How to find faculty who might be interested

How to approach faculty

How to work with faculty

Students will gain experience in self-initiated work.

Students will work together and support each other in their self-initiated work.

3.3 Self-Initiated Project

Students can choose among various formats:

Solo independent study

Group independent study

Working with Division II/III students on their projects

An online list/database will be provided by Division II/III students who want collaborative help with their own projects (using Hampedia or the Intranet). This system could be based upon the present Mentored Independent Study system.

Other self-initiated work approved by the advisor

3.4 Advising

One of the faculty facilitators will become the student's advisor. Over the summer, students will rank their preference of advisor given the list of faculty who will be facilitating the seminar. Hampedia profiles of faculty will be made available, including academic biographies.

Students will have the ability to switch advisors (just as in Division II and Division III) if the advisor is not appropriate for the student's education. CASA will assist in this process.

Advisors will be given more effective advisor training. (See Appendix 2.4)

Advisors will still see all of their Division I advisees together at least once a week.

3.5 Concerns Addressed

Lack of self-initiated work (current Division I) and deficit of support for self-initiated work (former Division I): This seminar will allow students to ask their own questions and develop a self-initiated project within a strong support system.

Deficiency in motivation and academic engagement: The current lack of motivation and academic engagement stems in part from the inability of students to discover and explore their own questions and projects.

Weak community: Working with Division II and III students will begin to close the gap between the divisions, and between the mods and the dorms.

Poor advising system: Main problems that have been identified concerning the advising system are lack of knowledge, lack of personal interaction, and lack of compatibility with advisors. Training/handbook/seminar curriculum solves the issue of knowledge, the seminar ensures that students interact with advisors on a weekly basis, and allowing students to choose their advisors based on detailed Hampedia profiles makes compatibility more likely. In addition, older students are encouraged to aid in advising Division I students.

Section 4 Areas of study

The current Division I program requires students to take 5 courses in each of the 5 schools. While it is appropriate to require that a student's work span multiple disciplines, the current system fails in the implementation of this concept. Currently, only class work is acceptable as an indicator of interdisciplinary learning, and the current requirements follow the sometimes unclear lines that divide the five Schools.

Our proposal aims to divorce the distribution requirement from the Schools, and strive towards flexibility in the definitions of each area of study.

More flexibility will better maintain student interest and better reward student effort and creativity. It is incredibly important to maintain student interest because when interest drops, engagement, motivation, and self-initiation drop as well. Our current system not only does not encourage student interest; in many cases it actually discourages it because of the strict requirements.

The Division I "Areas of Study" requirement is based on the belief that students should develop inquiry skills by asking and developing a series of questions based in different Schools of Thought. Although these questions can be explored through coursework (i.e. taking courses in different Schools), they can also be explored through appropriate independent work, community service work, mentored independent study, group independent study, EPEC, or any other evaluated work that a faculty member deems appropriate.

This ensures that students will have a well-rounded, liberal arts perspective on their area of study. It also encourages students to be interested, motivated, and engaged in every aspect of their learning and to recognize how various disciplines interact and overlap. It does not stifle the creativity and drive of Hampshire students.

4.1 Structure

There will be four (4) required Areas of Study (See Appendix 2.5 for a further discussion of these designations):

Scientific

Artistic

Social/Historical/Political

Humanities/Communications/Foreign Language

Distribution will be approved by the academic advisor. This will be done by initiating a conversation with the evaluator (i.e. the professor of a course, independent study mentor, etc.) about the Areas of Study that the student is aiming to fulfill with each specific learning

experience.

Can be fulfilled through:

Coursework (not limited to 100 level, but level appropriate to student ability and preparedness and professor's opinion of necessary prior experience)

Independent work

Community service work

EPEC classes

Five College Classes

Flexible alternatives, as long as a qualified evaluator can evaluate student's ability in specific area of study

4.2 Concerns Addressed

We have largely lost our status as an experimenting liberal arts college that encourages independent academic exploration.

Faculty workload: this requirement can reduce faculty workload. There will be fewer 100 level courses; group independent studies, mentored independent studies, EPEC classes, and community service will satisfy many requirements with limited faculty time commitment.

Lack of engagement and student motivation. The present system forces students to take courses they have little or no interest in, which has a significant negative effect upon student engagement and motivation.

The present system discourages students from fulfilling distribution requirements in innovative ways.

Section 5 — Community Service

The Hampshire community is not what it could be. Student life is decentralized due to limited interaction between the Divisions, the individualized nature of Division IIs and IIIs, the lack of cross-disciplinary work, and the absence of a centralized student-friendly community space. Our proposal addresses this issue by increasing intra-community interaction, encouraging collaboration with Division II and III students as a meaningful and curricularly supported part of student life, bringing the outside community's needs to the attention of students, and by setting the tone for further community work in Divisions II and III.

This community service requirement differs from the Division II community service requirement currently in practice. The current requirement is often not taken seriously. Many faculty pass students with little consideration, students receive community service for activities unrelated to the community, and it is viewed as only another requirement to fulfill. We do not intend to simply move the community service requirement from Division II to Division I, but rather to expand the community service requirement and redefine what it means to do community work. It will emphasize the importance of such work within our own community and within the context of society at large.

5.1 Structure

The community service must be directly beneficial to a group or groups of people. The work performed is not limited to the Hampshire College community or the Pioneer Valley.

There will be a community service form (submitted online to the Hub, flexible enough to allow for different types of community service) (See Appendix 3 for form example). In addition, students will be required to submit a reflection on their work in the form of a written analysis, presentation, or performance.

Some documentation and reflection on their community service experience must be included in the student's final Div I portfolio.

This will benefit the building of an integrated Hampshire community

Division Is will work with Division II and IIIs.

Students will work with the outside community.

Motivation will increase through collaboration.

It will create a more holistic education.

Advisors should encourage students to do something meaningful for their community service.

5.2 Concerns Addressed

Community service will be taken more seriously than in the current system.

It will foster interpersonal relationships (student-to-student and student-to-community).

It will strengthen the Hampshire community and its

relationship to the wider community.

Section 6 — Portfolio (with Learning Goals)

The portfolio will act as the form of evaluation for Division I. The portfolio will include the self-determined learning goals, but will also include a complete compilation of the student's work. The student will be expected to include their final Division I self-evaluation as well as their self-evaluations from their coursework and any work completed outside of courses.

Students will create, with advisor, their own personal goals, although the present learning goals may be used as a starting point to devise them. As the Fall 2007 EPC Report advises, professors will use the present Learning Goals as aides to consider how to structure their classes, but not as required boxes to check off on the Hub.

6.1 Structure

A 3-Ring binder with the Hampshire logo on it will be given to students during orientation for organization of Division I materials

Division I portfolio will be evaluated by advisor

6.2 Content

Division I Self Evaluation

Description and evidence of learning goals

Documentation of work inside classroom

Documentation of accredited (i.e. Independent Studies, Five College courses, study abroad, etc.) work outside of classroom

Documentation of unaccredited (i.e. student group membership, lectures attended, etc.) work outside of classroom

Self Evaluations

For all courses completed

Areas of Study

Self-initiated project

Community Service (form)

6.3 Concerns Addressed

Difficulty in evaluating work completed in Division I due to its diverse nature and the qualitative focus of a

Hampshire education (as opposed to the quantitative credit systems found at other schools)

Appendix 1 — Arguments Against This Proposal

1.1. Argument: Without the Five School requirement, there will be decreased student interest in X school.

"Our own institutional research shows that electives in Div I are not distributed evenly across the 5 schools. Last year, about 34% were taken in HACU, another 26% were in IA, 19% were in SS, 11% in NS, and 10% in CS. Decreasing the distribution and increasing the number of electives would likely result in uneven course enrollments across the schools in terms of electives, and hence, unequal teaching loads in the schools given the current population of incoming students. Since electives need not be 100 level courses, the result would not be a heavier load of 100 level courses for HACU and IA faculty. In addition, 44% of students entering Fall 2006 took at least 1 language course in 2006-7. If languages did not serve as an IA distribution, language courses would fill an elective slot (assuming students would still opt for them)."

"Another configuration discussed is 4 requirements distributed as: science, social science, humanities, and arts. Courses would be designated by instructors as fitting into one or more categories. Courses taken by first year students are currently evenly distributed among these 4 areas."

1.2. Argument: There should be a simple system of credits and classes, in the style of the present system, in order to ensure that all students accomplish an acceptable amount of work.

In this system, students are still expected to complete a significant amount of work. Furthermore, if they want to do more work than is presently encouraged or allowed in their area of interest, this system actively encourages them to over excel. There have always been ways to get around doing work, but this system encourages students

to pursue their passions, which might inspire some to get involved in ways they might not otherwise. Those who don't want to work will not work regardless of the system.

We believe that the system should work to reward self-motivated students instead of trying to force all students to achieve some "standard" amount of work. The precepts of Hampshire's are based on an expectation of student-initiated work.

In addition, there are various safeguards integrated into the system. The most important is the personal interaction with the advisor, with the advisor accorded more power to help a student shape their education, and greater training on how to do so.

1.3. Argument: Students can do independent projects within the realm of the classroom.

"A course that emphasizes independent projects can be taught in a way that is unchallenging and unengaging, as can a course that has no project component..."

Truly independent student work must not be assigned in class, but designed, organized and executed by students of their own volition, otherwise the benefits are lost.

1.4. Argument: Some students are not ready for independent work.

All students are ready if given the right knowledge, support, and advising. The seminar provides the necessary structure to support independent work.

1.5. Argument: The current system works because it increases class attendance.

Class attendance is not the primary goal of the College. Learning is. Hampshire was designed to be provide an alternative educational experience.

1.6. Argument: Students should not be able to complete Div I in less than a year to preserve funding.

"We are now ready to dispense with the tradition of a 'four-year uninterrupted college education.' Some

students benefit by acceleration."

1.7. Argument: More independent work means more work for faculty. The current Division I system sought to decrease faculty workload by replacing independent studies with 100-level courses.

"We have shifted the faculty burden from supervising independent projects to teaching more 100 level courses at the expense of the upper division courses. We are also hiring more adjuncts to help staff these courses." This Division I proposal addresses this concern by encouraging student collaboration on independent projects. If adjuncts had to be hired to staff 100-level courses, this system could not have decreased faculty workload.

Appendix 2 — Implementation

2.1. Hampedia

In order to better disseminate information concerning Hampshire in general, we support a concerted effort to transfer all Hampshire-related information to Hampedia, in an organized fashion.

For example, Section 3 calls for faculty academic biographies and past divisional projects they have worked on to be readily available to incoming students, so that they can choose their advisor in a more informed manner.

2.2. The Hub

The Hub needs drastic change and reorganization to record non-course-based work, such as community service. Also, registration for independent studies and EPEC courses should be incorporated into the Hub (or its next incarnation).

2.3. Change of Mindset

We must enable professors to facilitate independent studies by freeing up their time from other activities. It will not matter if we allow students to do independent studies if no professors are available to mentor them. EPEC must be strengthened and given proper respect,

and the system for putting together independent studies must be simplified.

Community service needs to be taken seriously.

2.4. Improve advisor training / develop detailed curriculum

Basic curriculum for advisor seminar:

Although every student at Hampshire will create their own unique education, there are common questions, concerns, and information that should be disseminated to the entire population at Hampshire. This includes:

- Independent Study information
- Advising FAQ
- Insight into overall structure at Hampshire
- The information in this proposal, concerning how to finish your Div I
- Hopefully some Hampshire history, such as reading *The Making of a College* over summer break

Independent Study Handbook

Is it possible to relay common advice and insights that apply to independent studies in general? This could possibly simply be handout(s) for students during seminar

Advisor Training and Handbook

These two work in tandem. As we have found in our advisor survey, lack of knowledge, lack of personal interaction, and lack of compatibility with advisors, among other things, are needed. In order to disseminate this information easily to all advisors, there should be training and a helpful handbook.

2.5. Areas of Study

The definitions of the 4 areas of study are flexible and open to faculty input. 3-5 "distribution" requirements is ideal; but the areas mentioned in the proposal are just suggestions.

Alternate version:

- Research and Discovery
- Testing and Empiricism
- Analysis and Criticism
- Art and Self-Expression

Appendix 3 —

Community Service Structure [Form]

This is intended to be an electronic form on The Hub. For each community service activity done, a student can easily and simply fill out this form, which will automatically be saved and sorted. The section filled out by the agency evaluator can also be either electronically filled out or submitted on paper.

Upon completion of your community service, you are to fill this form out responding to the questions as completely and specifically as possible.

STUDENT SELF EVALUATION FORM

Name of Agency _____

Hours committed _____

What kinds of work did you do and who benefited from your service?

What event or aspect of this service work stands out in your memory?

Do you feel that other Hampshire students would benefit from working for this agency/ program or on a similar project? Why? Or why not?

What did you learn from this experience in terms of personal growth?

Do you have any suggestions for improving service opportunities at the agency/ program where you worked? If so please explain:

Assess your performance and identify areas where you feel you could have improved.

AGENCY EVALUATION OF STUDENT VOLUNTEER

Student Name _____

Agency Name _____

Number of student hours being submitted _____

Written Evaluation of Student Service

Bibliography

Patterson, Franklin and Charles Longworth. *The Making of a College*. Cambridge, Mass.: M.I.T. Press, 1975, c1966. p. 40-41.

Fall 2007 EPC Summary

Fall 2007 EPC Summary

Wabash National Study

According to the Wabash National Study of 2006-2007, Hampshire scores 14% lower than the average on quality of relationships with faculty.

According to the Fall 2007 EPC Summary, classes are already spread perfectly evenly across these four areas of study, allowing for an easy transition.

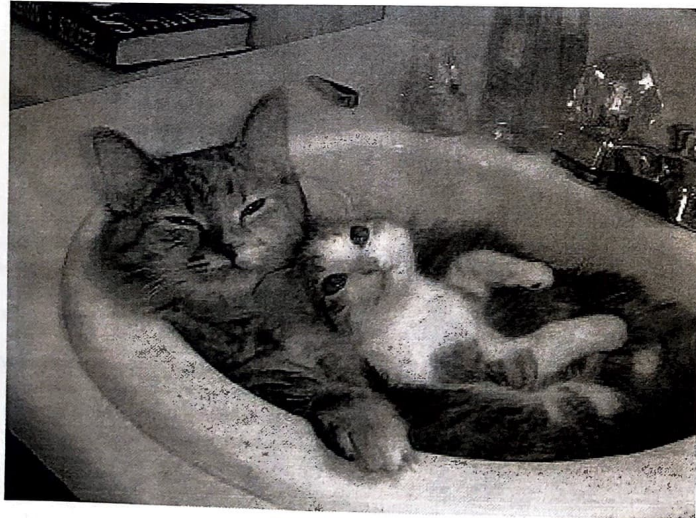
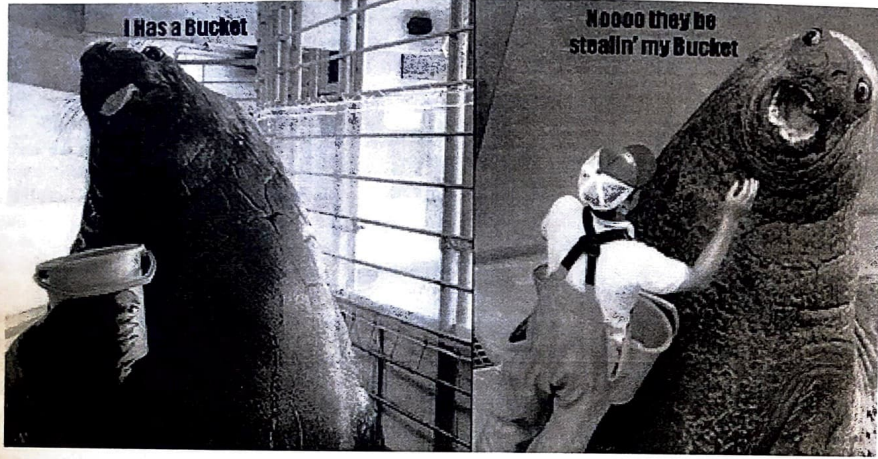
This document is the result of lengthy study and collaboration among members of the Hampshire community:

Students, Parents, Faculty, Staff, and Administrators

- both current and past -

Organized by The Re-Radicalization of Hampshire College





Simple Solutions to Complex Issues

Gendered Versus Non-Gendered Bathrooms

Instead of tearing down signs or putting up complicated ones that make us think—like “male identified” and “female identified” or even “urinal” and “no urinal,” we should think simply. “Convenient” and “Inconvenient” work quite nicely.

Israel Versus Palestine

The best way to solve this problem is to get the Israelis and Palestinians together to play best-of-three round of rock-paper-scissor. No one can argue with that. Except, Palestinians won't be able to bring rocks or scissors through the checkpoints, so the Israelis have a distinct advantage.

Censorship in China

This one is easy: We can let Google #####, and then #####. But Chairman Mao ##### and ##### in the fanfic. Alternatively, they could ##### or ##### but then we'd have to use the Spanish translation.

Genocides, Worldwide

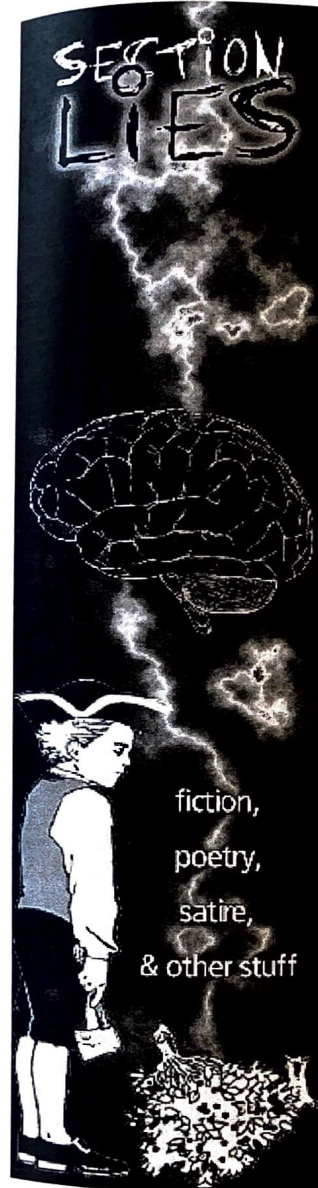
This one is difficult because there are so many to choose from that most people get paralyzed with too-much-choice. We need to find some way to combine all of them into a super-genocide—a genocide consortium, if you will. That way we won't have to split the party!

Obama versus Clinton

Expose Clinton for the reptilian overlord that she really is, just like David Icke says.

The Hub

Our solution: Be pleasantly surprised when the college rolls out a new website—the conceptual design of which was not open to public discussion. Then: be disgusted when it's just as bad.



[by Jacob Lefton]



